

Learning Continuity and Attendance Plan (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Oak Valley UESD is located in Tulare County which lies within the central San Joaquin Valley of California. The district is a small TK-8th grade rural school district with a high population of Hispanic, low income families with a total of 580 ADA. The district's unduplicated rate is approximately 65%. The central valley of California has been identified as a "hot spot" of COVID19 thus the district is on the states watchlist. Due to this status, OVUESD has been unable to open its doors to small groups as the small group waivers will be denied by our county health department. Therefore, distance learning for all students has been implemented under the guidance of SB98. A large portion of our families work in the agricultural industry thus deemed essential workers which children made to stay home for their schooling has created a hardship for our families. Families have decided to come together to support their child care needs by bringing groups of children together under the supervision of one adult so that the others can work. Food distribution is essential for our already low income families to have access to, thus we distribute two meals a day to every OV student. All supplies and technology is also made available with frequent supply distribution dates to ensure children have adequate supplies at home in order to engage in the instructional work that is provided to them virtually, daily.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The COVID19 pandemic has made an already difficult task of parent engagement even worse. Previously, monthly lunch engagements with parents by the Superintendent were halted due to social distancing requirements. Therefore, administration had to rely on online sources (district website, district Facebook, district Instagram), telephone messages, emails, and letters home to get information out to parents and then surveys provided a way for parents to communicated back to administration on certain issues. Those parents that participate in online

social media found it very easy to communicate with their Superintendent. Others relied on emails or phone calls. The intent, once school begins for Fall, is for the principal to have a bi-weekly zoom conference for parents to provide real-time feedback on the instructional practices of Oak Valley. Bi-weekly grade level lead meetings will also be conducted to solicit the same feedback on instructional practices. It will be vital for administration to listen to both parent and teachers feedback in order to tweak and or improve the districts systematic programming in order to meet the learning needs of our students.

[A description of the options provided for remote participation in public meetings and public hearings.]

Once the executive order to social distancing was enacted, all Governing Board meetings went virtual with the Zoom meeting link provided on the agenda. The agenda's are posted in three different areas for the public to see.

[A summary of the feedback provided by specific stakeholder groups.]

Prior to being forced to distance learning districtwide, the intent of the district was to offer all three learning tracks to its families: Traditional, hybrid, and distance learning. A survey was given to the parents in late June asking how they would like for school to resume in August for their child. The three tracks were listed as options and the survey results show that approximately 60% wanted traditional, 30% wanted hybrid, and 10% wanted distance learning for their children. Additionally, the Superintendent conducted parent focus groups in May/June to solicit feedback on how parents were "feeling" towards the idea of coming back to school. Parent focus groups were divided up into grade level spans and student groups such as SPED and ELD. The feedback provided from the focus groups confirmed that there was a mixture of fear levels for health and safety, along with the dyer need for students to come back to school for their child's mental health and child care issues. Although there was an overall concern about health and safety, it was outweighed by the need for having to go to work to earn wages. Once parents were presented with the OV Health and Safety Re-opening Guidelines, they felt more at ease. For those that were still fearful of their child's health and safety, they liked having the option to keep their child home via distance learning. OVUESD was making efforts to organize the teaching staff in the same ratio (60%, 30%, 10%) in order to meet the needs of all families. OVUESD was willing to meet all the health and safety guidelines of the CDC and the CDE.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

From the time the school closed in March 2020 due to the COVID19 pandemic, to the Distance Learning start in August 2020, stakeholders have been solicited for input in a variety of ways: 1) various surveys with a variety of topics that influenced decisions ranging from opening or closing school to instructional practices to family needs, 2) Focus groups in late spring for specific student groups i.e. SPED, ELLs, 3) teacher/staff zoom meetings, 4) School Site Council review, 5) Grade Level lead discussions, 6) monthly parent forums with the principal, and 7) board meetings. The largest concern was with student learning loss and parent fears of not being informed of how their child was progressing. Therefore, administration felt it necessary to train the teachers on 1) how to accelerate student learning in order to students to stay on track with grade level standards and not succumb to remediation instruction and 2) how to create a high quality virtual lesson. This training took place July 2020 and the district contracted with county office consultants to provide ongoing support throughout the year. Another decision was made to implement a new online educational program called IXL. IXL provides an ELA, math, and science standards-

based instruction that supports students at their current learning level and then adapts as learning is achieved increasing levels as they go. It also offers diagnostic, formative, and summative assessments with results being very easy for parents to read and understand. Those results will be shared with parents monthly.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Unfortunately at this time the district is unable to offer in person instruction for anyone due Tulare County being on the states watchlist. This includes not being approved on a waiver to offer small group instruction to at-risk student groups. OVUESD was prepared to offer all three instructional options to parents: traditional, hybrid, and distance learning. When and if Tulare County gets off the watch list or the Governor states that we can continue with in person instruction, OVUESD is prepared to offer all three instructional options to our families or small group instruction to our neediest student population.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

In the digital age, textbook companies are offering more of their textbooks digitally for online access. Although that is not to say all of the adopted texts are offered digitally but for those that are, our students are allowed access so that they continue to utilize the same adopted text whether they are in person or distance learning online. One online program in particular, called IXL, is a standards-based program that houses our ELA/ELD and math adopted textbooks for 2nd grade thru 8th grade with the exception of 8th grade CPM. CPM is offered digitally, just not through IXL as of yet. Utilizing IXL allows students to access their textbooks online, complete assigned tasks, and take formative and summative assessments all online. If and when students are able to meet in person in the classroom, there will be no interruption of standardized lessons via adopted textbook.

The districts science adoption has always been accessed online through the publisher and students prior to distance learning accessed the curriculum online, thus continuity was not interrupted. The districts History adoption is very old. Prior to the COVID19 pandemic, the district was in the middle of researching a new adoption. Therefore, History is the only content area that is struggling with online engagement with the content. Outside online tools such as KAMI, Class Kick, Screencastify, and Google are used to place assigned tasks online. The History textbooks are given to each student to have at home during distance learning.

The district purchased SWIVL's for every teacher. SWIVL provides a live feed into the classroom for students who are at home via distance learning. Currently the teachers do not have any students in person, but it can still be utilized and more importantly when it comes time to have both in person and distance learning, the teachers will be prepared. How it works is that the teacher wears a lanyard with a remote around their neck and the device swivels and follows the teacher. The teacher can record themselves if they choose to and archive their lesson for future viewing. You can also purchase additional remotes for student groups so that a student at home can hear peer conversations in the group and join in collaborations.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Prior to the pandemic, OVUESD was a 1:1 technology district but students did not take the devices home. Kinder and first grade utilized IPADS in their classrooms and second grade through eighth grade utilized Chromebooks. When it came time to pass out to every child a laptop, it was preferred that everyone receive a Chromebook. Therefore the district was short about 40 devices. Since then a purchase has been made to build up our stock of Chromebooks. With a combination of some students not needing a district laptop and utilizing the teacher's assigned Chromebooks, we have had enough Chromebooks to satisfy the need.

OVUESD is a rural school district. There are some parts of the county where connectivity is a problem due to cellular companies not having the wiring infrastructure available for connectivity. For those families, we have provided them with the various cellular company information to

make phone calls to try and get connectivity. The cellular companies are working with state government officials to improve their connectivity to rural areas and thus far, to the district's knowledge, they are being able to connect. Currently the cellular companies are offering affordable monthly internet access. For those families that cannot afford internet, the district is providing WiFi hot spots.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Live daily contacts occur for every student in either small or whole class groups. Teachers have developed a daily schedule for all students that encompasses synchronous and asynchronous learning along with identifying the amount of instructional minutes for each day. Synchronous time in small or whole group is included in the daily instructional minutes which is combined with asynchronous assignments that hold a time value by assigning an average time for how long the assignment will take to complete. Daily live groups provides the teacher with the opportunity to check for understanding on various instructional topics. The teacher is encouraged to create flexible groups based on student need. These groups can change at any time. Teachers are responsible for monitoring the daily engagement with assignments, synchronous and asynchronous, and then place a "C" for complete, "P" for partial, or "I" for incomplete on the Daily/Weekly Engagement Record.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

During the summer of 2020, all teachers participated in two different training's: 1) Learning Acceleration and 2) How to Create High Quality Virtual Lessons. The training was provided by our County Office Educational Consultants. One of which is an Educational Technology specialist. Ongoing support (contracted days) throughout the year is provided to the teachers and at any time the teachers can call on both the ELA and Ed Tech specialists for individual support. The district also employs a Technology Director who is available to the teachers for daily support. Additionally, In order to support the teachers, the district hired an additional Computer Tech.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Teachers have now become distance learning educators which has never been done before in the district. Shifting to only virtual learning has become a hurdle for the majority of teachers. It is uncomfortable and brings on a lot of anxiety for most. The Technology Director has been thrust into the forefront of the organization with increase demands on his job. Cafeteria workers have had to shift their responsibilities to meet the demands of food distribution daily for both breakfast and lunch.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The RSP teacher has created additional small groups and 1:1 time to meet students with special needs and their IEP minutes via zoom. English Learners have additional small group time with their teachers for designated ELD via zoom. Co:Writer Universal was purchased as an online application to help our SPED students writing skills. All students, including low income students, receive a laptop and hot spots to ensure connectivity and technology access for distance learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Professional development for teachers on 1)How to Accelerate Learning and 2) How to create a rigorous virtual standards-based lesson.	27,708	No
Purchase of Hot Spots for our low income students to connect to the internet.	58,000	Yes
Purchase of additional Chromebooks to ensure 1:1 student access to Distance Learning.	10,252	Yes
Purchase of new teacher laptops in order for teachers to have efficient and appropriate technology access for distance learning.	73,500	No
Purchase of SWIVL devices so that teachers can teach live in their classroom and students can view live lessons from home.	23,500	No
Purchase of interactive televisions for each classroom teacher in order to effectively deliver distance learning instruction.	100,000	No
Purchase of online IXL program so that students have access to adopted standards-based curriculum along with diagnostic, formative, and summative assessments.	11,250	Yes

Description	Total Funds	Contributing
Purchase of additional "mouse" for the students computers in Kinder and 1st grade due to their Chromebooks not being touch screen.	1,263	Yes
Purchase of white boards to pass out to the students so that they can hold up their practice work during their Zoom meetings.	880	Yes
Purchase of additional internet safety features in order to protect our students from inappropriate online content.	4,350	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

TNTP (The New Teacher Project), an organization that focuses on ensuring equity in education, wrote an article on how to address the possible learning loss from the abrupt school closure and the added distance learning instruction. The philosophy is to accelerate learning by first identifying the essential skills to obtain grade level proficiency of standards without remedial teaching. The Tulare County Office of Education supports this philosophy and agreed to come to the district to train all the teachers on how to implement Accelerated Learning. Frequent formative assessments of student learning is essential to identify where the student's current learning level in ELA/ELD and math is. Therefore, IXL online learning platform was purchased to support the aforementioned philosophies.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

IXL's online platform provides students with access to our adopted curriculum. If a child is in person or learning from a distance, IXL allows for students not to miss core standards-based instruction. IXL also provides skills practice in grammar, vocabulary, and mathematics. All

results of students engagement with either skills or standards are captured within the program. A progress monitoring report can be provided to every parent depicting their child's performance. Teachers are reviewing the results in real time and adapting their instruction as well as their small group intervention groups. The only exception is kindergarten. They use a different monitoring tool called ESGI. Results in IXL and ESGI are shared with parents monthly in a manner that shows if their child improved from last month to the current month. If there is a dip in performance, the student will be placed in intervention groups which are held via zoom as well as assigned tutoring with a teacher (after school hours) via zoom. Migrant tutoring is also offered via Migrant MIni Corps from our local Junior College, COS. Teachers have the ability to assign their migrant students additional support if needed.

OVUESD is approximately 75% low income. Therefore every student has been provided with a chromebook and a hotspot for connectivity if they are in need of internet service. The RSP teacher has created small groups and 1:1 meetings via zoom in order to assist with meeting IEP minutes. Teachers have created ELD groups and are providing designated ELD instruction via zoom as well as providing integrated ELD strategies throughout the core content. The district's Parent Liaison is in frequent contact with our homeless population to ensure that their learning needs are being met. The district's bilingual aide is in contact with our Newcomer ELD students to ensure that their needs are being met. The district has provided a checkout system for student desks and chairs to be used at home if they are in need of a learning space at home.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Monthly progress monitoring of every student using the data from IXL, ESGI, and or Guided Reading will be displayed on a form for students, parents, teachers, and administration to review. Intervention groups will be created and there will be fluid movement in and out of the interventions using the MTSS system.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Allocation of funds for teachers to tutor students outside the instructional day.	5,000	Yes
Purchase of online virtual books for our Guided Reading program.	3,600	No
Purchase of virtual assessment kits to support our Guided Reading program.	377	No
Purchase of online platforms that assist students with accessing content, turning in work, and live checking for understanding i.e. Classkick, Screencastify, KAMI and IXL.	16,000	Yes

Description	Total Funds	Contributing
Purchase of virtual writing program from Heinemann publishing.	700	No

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

OVUESD recognizes that supporting students mental health is a priority, therefore, a School Counselor was hired beginning the 2020-2021 school year. The counselors role is embedded into the MTSS system as an integral part of meeting our students needs through the tiered support system. The counselor collaborates with administration, teachers, and parents by ensuring that all stakeholders understand the referral process. The counselor provides 1:1 and small group sessions via Zoom weekly and as needed. A referral form is available digitally online and the district website has a link for students and parents to submit bullying reports. This is especially important currently with cyber bullying being heightened during distance learning. The counselor is also responsible for administering the new Youth Truth Survey for elementary and middle school students. The School Counselor has also created a website page that is embedded into the district's website where the students can go and find activities and resources that promote healthy living. The links to the webpage are provided to all teachers in order for them to disperse the information to the students.

The School Counselor also works closely with the district Parent Liaison. Recently the district created a Family Resource Center in order to improve services to our families. When families utilize the FRC, the liaison is able to identify counseling needs which can then be referred to the School Counselor. The collaboration is also providing parent activities and resources online such as Valley PBS for parents and are pushed out to families via telephone, social media, and flyers.

Administration is meeting with teachers by grade level weekly and with Grade Level Leads bi-weekly. During these meetings, the Principal is having conversations about their well-being and if there are any added supports we can provide. An open door policy allows for the comfort of staff knowing that they can come talk to administration at anytime. When there are mental health concerns with the staff, time is taken to discuss their needs and resources from SISC are provided.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

OVUESD's re-engagement plan is designed after the Multi-tiered Systems of Support (MTSS) philosophy. Tiered support gets more intensified as the student engagement decreases. Due to distance learning, it is vital that each student's engagement is looked at weekly per SB98. Universal strategies for all students that are meeting the 60% engagement requirement include: 1) parent contact by the teacher the day of an absence, 2) Guardian notifications to the parent within Google Classroom giving the parent up-to-date classwork engagement, 3) students added to a small group if engagement is low, and 4) an Individual Learner Progress Monitoring Form that goes home to parents indicating their child's growth in ELA/ELD and math standards. After 3 days of no engagement (equivalent to 3 days unexcused) the first truancy letter is sent home.

If the Universal strategies are not being successful and the child is consistently not meeting the 60% engagement policy, then the tier 2 targeted strategies will be employed. The School Counselor and or Parent Liaison will make contact with the family to meet and discuss the school's concerns about their child's engagement. At which point, the school will offer assistance wherever needed. The Parent Liaison is available for 1:1 help in the Family Resource center and is especially useful for our bilingual families. The district has also contracted with Valley PBS that offers Web Based Training (WBT) on various topics around distance learning support. Families will be referred to the program. The teacher will also assign the student to one-to-one time via Zoom or Google Hangouts in order to meet the individual needs of the student. Migrant tutoring and after hours teacher tutoring is assigned. Truancy letter #2 will be sent to the parents.

If the tier 2 targeted strategies do not improve the student's engagement, then the child moves to tier 3 and is engaged with intensive strategies. The family will be required to meet with the Principal and an Engagement Support Plan will be written. The family will need to agree to the plan and adhere to its requirements in order to produce positive results in the child's learning engagement. If there is not a positive outcome, then the family will be assigned a SARB hearing. If the child is on an inter-district agreement, it may be revoked.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Daily breakfast and lunch are provided to all OVUESD students. The cafeteria staff give today's lunch and tomorrow's breakfast during the food distribution times which are 11:30am-1:00pm daily.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	The district hired a School Counselor for the 2020-2021 school year to help support the mental health needs of all our students, families, and staff.	80,000	Yes
Pupil Engagement and Outreach	Contracted services with ValleyPBS in order to provide training for our parents on various topics surrounding Distance Learning.	6,250	Yes
Mental Health and Social and Emotional Well-Being	Contract with Truth Youth to survey student's mental health .	3,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.80%	1,224,018

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Data drives the decisions at OVUESD. Knowing that approximately 75% of the districts ADA are low income, it was first priority to ensure that all students had access to technology, not only laptops but connectivity as well. Equity in access to a standards-based curriculum became the next priority. Teachers piloted online platforms that allowed students to access our adopted curriculum digitally in the spring. From there, it was decided to go with IXL. Not only did IXL give students access to the curriculum, it also collects ongoing student performance data via diagnostic, formative, and summative assessments. All skill based activities within IXL support learners at their level, including our ELD students as well as our struggling low income English only students. Mental health of our students, families, and staff was the next priority, full well knowing the effects of a pandemic, it was vital that our mental health services be improved and become a district focus. The district has no foster students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]